

- Information literacy group sessions
- Access to materials of other libraries through reciprocal borrowing agreements
- Electronic classroom

Through Marygrove's Institute for Professional Education for Teachers, Marygrove offers nearly 50 professional development courses for teachers, which are offered for graduate credit and State of Michigan Approved Continuing Education Units. Marygrove tutors are encouraged to participate in these and other symposiums, conferences, workshops and special programs offered by the College.

Rubric Element 3 Program Effectiveness

The Learning Clinic has an outstanding reputation within the Detroit community of providing high quality individualized tutoring services to students needing remedial academic support. Individual evaluation and diagnostic/prescriptive teaching is the basis for which the tutoring plans are developed and implemented. A comprehensive educational evaluation is administered to students entering the program. The evaluation consists of standardized testing designed to diagnose learning deficits. Testing instruments used include the Wide Range Achievement Test, Stanford Diagnostic Reading and Math Tests, Slosson Oral Reading Test, Peabody Picture Vocabulary Test, Detroit Test of Learning Aptitude (subtests to assess auditory and visual memory skills), Beery, Developmental Test of Visual Motor Integration and an informal writing test.

Marygrove College Learning Clinic provides individual instruction to at-risk students. This type of instruction significantly increases academic performance for students in grades 1-12 in language arts and mathematics. According to the U. S. Department of Education (2001), tutoring presents "immediate, positive, and corrective feedback" (para. 1) to foster progressive application of learning experiences. For example, Marygrove College's tutors monitor their students' performance during each tutoring session by maintaining a student log. Morrow and Walker (1997), as cited by the U. S. Department of Education (2001), maintain that tutors should record daily their students' accomplishments. In addition, tutors encourage and praise students' efforts during each meeting. Marygrove College Learning Clinic tutors offer positive, corrective feedback in their support, acknowledgement, and complement of even the slightest successes. This provides the foundation for effectual academic growth (U. S. Department of Education, 2001).

To provide evidence on the learning outcomes of those students who attended the Learning Clinic at Marygrove College, a sample of 83 students were randomly selected (the complete analysis is enclosed in the supporting materials). These 83 were among the 200 or so students were enrolled in on campus programs provided by the Learning Clinic between 2001 and 2003. Three critical subject areas, including word recognition, reading comprehension, and arithmetic, were identified to conduct the analysis. Pre-test and post-test results of the sample in above three areas were entered into a MS Excel file and additional columns were added to demonstrate the progress. The results of our analysis demonstrated the following summary:

Subject 1: Word Recognition

Among the 83 students, 34 took both pre- and post-test on word recognition. Table 1 presents the outcomes based on the pre- and post-test results. Overwhelmingly, almost 9 out of ten participants achieved significant or better progress in word recognition through attending the program.

Table 1. Student achievement in word recognition program (N=34)

Level of Progress	Number of Students	% in total
Very Significant	8	23.5%
Significant	22	64.7%
Moderate	1	2.9%
None	3	8.9%
Total	34	100.0%

Subject 2: Reading Comprehension

Fifty-one students in the sample took the pre- and post-test in reading comprehension. Table 2 demonstrates the learning progress of students through attending the program. Majority of the participants achieved significant or better progress.

Table 2. Student achievement in word recognition program (N=51)

Level of Progress	Number of Students	% in total
Very Significant	13	25.5%
Significant	19	37.3%
Moderate	18	35.3%
None	1	1.9%
Total	51	100.0%

Subject 3: Arithmetic

Forty students in the sample took both pre- and post-test in arithmetic. Table 3 exhibits the results by level of progress. Almost 90% of the participants achieved very significant or significant progress.

Table 3. Student achievement in word recognition program (N=40)

Level of Progress	Number of Students	% in total
Very Significant	16	40.0%
Significant	18	45.0%
Moderate	0	0.0%
None	6	15.0%
Total	40	100.0%

The following conclusions and recommendations can be drawn through the analysis and findings:

1. The Learning Clinic at Marygrove College has demonstrated remarkable outcomes by helping its participants advance their learning more than 1 academic year on average.
2. In both word recognition and arithmetic areas, close to 90% of the participants achieved very significant or significant progress. Two-third of the attendees achieved significant or better progress in reading comprehension, even though it is recommended that the Clinic place more effort in this area.
3. Students from higher grade levels are more likely to gain greater progress in word recognition and reading comprehension programs. Thus, it is recommended that some extra effort may be appropriate for students who come from lower grade levels.

Furthermore, Marygrove College Learning Clinic student enrollment and placement procedures include assessment and evaluation of all students. We do this to determine students' current academic performance. This insures that students are assigned tutors who best meet the students' special needs. Once the student is placed with the appropriate tutor, all pre-testing data is reviewed and the tutor develops a prescriptive teaching plan for the student. The prescriptive teaching plan forms the basis for the intensive instruction, which is monitored, analyzed and adjusted as the students advance. According to the U. S. Department of Education (2001), "... not testing students may result in tutors providing inappropriate activities, thereby, not enhancing students' learning. "Assessment reveals the small course changes that can help a tutor stay on track and attain the ultimate goal: the reading child" (para. 3).

In addition to including the students' personal information, such as name, school, grade, etc., the prescriptive teaching plan also provides the pre-test data, for example, names of pre-tests given, dates administered, and scores. Furthermore, it states behavioral objectives, the materials utilized and activities participated in to achieve the established objectives. Post-tests' names, dates, and scores are also provided. The tutors also write a narrative, which describes the students' progress and offers recommendations for future learning (samples enclosed in the supporting materials).

Marygrove College Learning Clinic provides a structural learning environment for the promotion of language arts and mathematics skills. Bader (1998) cites Cohen, Kulik, and Kulik (1993) who assert that highly structured tutoring results in the highest academic gains. The students meet with their tutors twice weekly for 1-hour sessions for a period of 8 weeks, totaling 16 hours of instruction. The ratio of students to tutors is either 2:1 or 1:1. Students meet regularly with the same tutor throughout the 16-hour time block. Tutors encourage students to attend each session and notify parents in the event of 2 successive absences. Brailstord (1991), as cited in Bader (1998), strongly advocates an attendance- regulated program.

During tutoring sessions, our tutors provide guided instruction and foster independence in the students' learning. For instance, tutors model, explain, and provide activities to enable the students to integrate and apply skills mastered. Therefore, educational games, role-play, and story sharing are often incorporated into the tutoring sessions. Diamond and Mandel (n.d.) cite Pearson (1993) who advocates this type of guided expressive learning.

Rubric Element 4 Evaluation / Monitoring

The program will be monitored for effectiveness in several ways. Pre and post testing for each sixteen-hour semester will occur using standardized tests such as The Wide Range Achievement Test, Stanford Diagnostic Reading and/or Math Test, and/or Slosson Oral Reading Test. In addition, continual informal teacher evaluations will be used to measure student progress. Working collaboratively with student's individual schools, grade point averages including letter grades from student report cards, MEAP scores and standardized tests administered by the schools will be used as indicators of student progress. The Learning Clinic Director will contact individual school principals requesting this evaluative information on each student. As an indicator of progress, the Learning Clinic will also ask for updated report cards, MEAP scores, etc. as the student progresses through the tutorial semesters. Learning Clinic tutors will initiate contact with each student's classroom teacher at the beginning of the tutoring semester, mid way through the semester and at